DOCUMENT RESUME

ED 060 884 LI 003 551

AUTHOR	Benford, John Q.
TITLE	Student Library Resource Requirements in Philadelphia, Phase IV. Progress Report Covering Phase IV, June 15, 1971 - December 14, 1971.
INSTITUTION	Philadelphia School District, Pa.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	BR-8-0519
PUB DATE	Feb 72
GRANT	OEG-0-080519-4594(095)
NOTE	16p.; (0 References)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Community Involvement; *Demonstration Centers; Information Dissemination; *Information Sources; Library Cooperation; Program Development; Program Evaluation; *Resource Centers

ABSTRACT

This progress report covers Project activities and accomplishments during the first six months (June 15 - December 14, 1971) of Phase IV of the Philadelphia Student Library Resources Project. A selected group of Project materials - Demonstration Center plans, evaluation design, program outlines, Community Advisory Board materials, and information dissemination items - have been bound under separate cover in a special Supplement to the report. (Available as LI 003552). The overriding purposes of Phase IV have been (1) to establish, with the collaboration of school and public library organizations and one inner city community in Philadelphia, a student learning center demonstration, and to begin its operation and evaluation; and (2) to expand the well-established interagency planning mechanism into other areas of high priority need, with careful documentation of both major undertakings for adoption or adaptation by other communities and organizations. (Author)

ED 060884

PROGRESS REPORT
Covering Phase IV, June 15, 1971 - December 14, 1971
Project No. 8-0519
Grant No. OEG-0-8-080519-4594(095)

STUDENT LIBRARY RESOURCE REQUIREMENTS IN PHILADELPHIA
PHASE IV

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John Q. Benford
School District of Philadelphia

February, 1972

The research reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

LI 003 551

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Supplement to Progress Report (Under Separate Cover)

Foreword

This report covers Project activities and accomplishments during the first six months (June 15 - December 14, 1971) of Phase IV of the Philadelphia Student Library Resources Project. A selected group of Project materials - Demonstration Center plans, evaluation design, program outlines, Community Advisory Board materials, and information dissemination items - have been bound under separate cover in a special Supplement to the report.

The overriding purposes of Phase IV have been 1) to establish, with the collaboration of school and public library organizations and one inner city community in Philadelphia, a student learning center demonstration, and to begin its operation and evaluation, and 2) to expand the well-established interagency planning mechanism into other areas of high priority need, with careful documentation of both major undertakings for adoption or adaptation by other communities and organizations.

Higher priority has been given to the Demonstration Center in order to insure its opening and operation for several months in the current year. More attention will be given to citywide interagency planning during the remaining months.

The Philadelphia Student Library Resources Project is in its fourth continuous year of operation, proceeding from research into student library needs, use patterns, attitudes, and resources to establishment of interagency planning and development of the Demonstration Center. The Bureau of Libraries and Educational Technology, U. S. Office of Education, has funded the project since 1968. The current year's operations are supported by a grant from BLET and by another grant from the Division of Plans and Supplementary Centers, Bureau of Elementary and Secondary Education, U.S.O.E. In addition, the Pennsylvania State Library has given a grant from Library Services and Construction Act funds to The Free Library of Philadelphia, to cover the costs of leasing and furnishing a facility for the Demonstration Center, and two professional staff positions in the Center.

In addition to funding by the U. S. Office of Education from three sources (Higher Education Act, Title IIB; E.S.E.A., Title III, and L.S.C.A., Title I), there is and has been for four years, outstanding collaborative sponsorship, support and participation in the Project by the Philadelphia School District, The Free Library of Philadelphia, Archdiocesan Schools, and several independent schools in Philadelphia.

I. Major Activities and Accomplishments

1. Project Tasks and Manpower Assignments

A plan of major project tasks and manpower assignments for Phase IV was completed in September and updated in November of 1971. A copy of the plan is included in section I of the Supplement to this report. In summary, major tasks include: 1) recruitment, appointment, and training of staff; 2) development of the plan and evaluation design for the Demonstration; 3) provision of temporary office space in the target community; 4) selection, renovation, and occupancy of a facility for the Center; 5) establishment of the Community Advisory Board; 6) a survey of needs and attitudes of residents of that target community; 7) Demonstration Center program and collection; 8) preparation and implementation of a plan for dissemination of information about the Demonstration Center; 9) implementation of evaluation design; and 10) city-wide joint planning activities.

2. Organization and Staffing of Demonstration Center

The cadre professional staff for the Demonstration Center has been appointed. Charles R. Peguese was hired as Administrator of the Demonstration Center in June and since that time one of his major responsibilities has been to recruit, interview, and hire professional staff needed to make the Center fully operative. Ronald W. Hart who had been on the Research Center staff as a community relations specialist since 1970 was transferred to the Demonstration Center staff during Phase IV to work directly with Mr. Peguese, his staff and the community. Other staff members whose appointments have been completed are:

Miss Bernice Berry, reading specialist; Miss Patricia Myrick, children's librarian; Mr. Lewis Anderson, A-V specialist; and Mrs. Zelda Braudy, secretary.

Miss Evangeline Ftergiotis was appointed as A-V consultant to the project.

Still to be appointed are an associate librarian; a young adult librarian, a specialist on the handicapped, and an administrative services officer as well as additional clerical help.

Temporary offices in the Christian Street YMCA were rented and furnished by the School District for Demonstration Center staff in mid-August. YMCA officials painted and renovated the space to make it suitable for offices. The staff moved into the offices in mid-September, enabling them to be in closer touch with community residents and agencies.

3. Staff Orientation and Training

In preparation for development of the plan and evaluation design for the Demonstration, John Q. Benford, Charles Peguese, and Corinne Kyle, members of the Project staff, attended an ESEA Evaluation and Audit Training Institute in New York City on July 26-30. Dr. Norman Chansky,

Independent Auditor for the Project, also attended.

Jan Vermeiren, Research Assistant, represented the Project staff at a later Evaluation and Audit Institute held in Washington, D. C. on October 15-17.

In conjunction with the development of the plan and evaluation, the staff reviewed and related ESEA Title III plan, evaluation, and audit requirements to the Project.

In order to bring all of the Project staff to a common understanding of the planning and evaluation process, a staff seminar program was set up on a regular basis throughout August, September and October. The seminars were led by Roger L. Sisson, Associate Director of Government Studies and Systems. The seminars progressed from a general discussion of the planning process to a specific review of goals and objectives for this project, and finally to developing programs consonant with the goals and objectives, and measurement devices appropriate for evaluating progress toward goals.

Although specific responsibility for developing the project plan and the evaluation design is assigned to Research Center staff, all project personnel participated in these seminars. As a result, the staff shares a common vocabulary, a common understanding of the relationship of the elements of the project and its overall purposes, and some feeling for the importance of meaningful evaluation and accountability.

Complete statements of long-range, intermediate and short-term goals and objectives, and indicators for measuring objectives were completed by October 19. (See Section II in the Supplement to this report). The stated overall aim of the Demonstration is to bridge the gap between students' needs for library and learning materials and the resources available to them. Toward that end, library and learning materials and services will be provided in a stimulating learning environment which will attract widespread community interest and participation. The programs and activities of the Learning Center will be directed toward producing favorable changes in student attitudes toward learning which will lead ultimately to improved student learning.

Other general objectives of the project involve the development and testing of innovative library services while simultaneously providing effective learning activities for the immediate community. In this way, the project will serve as a focus for interaction and cooperative planning among the School District of Philadelphia, the Archdiocesan Schools, Independent Schools, and The Free Library.

4. Program Development

Program planning was a major activity during the first six months of Phase IV. Several program sessions were held with specialists from the sponsoring organizations as well as representatives of innovative programs throughout the city to review and develop program ideas. As the statement of goals and objectives was completed staff members

were able to develop and weigh the merits of alternate programs for each objective. The Demonstration staff specialists undertook the development of a description of each program component under consideration. These descriptions included the age group the program would serve, what space, time, staff and equipment it would require as well as which objectives it might meet. (See Section III of the Supplement).

In addition, the Demonstration Center staff has begun work on a 52-week program-activities plan which specified clientele, activities, space, materials, time, and staff requirements for a full year. On the basis of this projection, needs for sub-professional staff will be determined as well as priorities in terms of which programs best meet the objectives.

Special efforts to develop a program for the handicapped are also underway. Special Education personnel from the School District, the Eastern Pennsylvania Resource Center at Valley Forge and other agencies and institutions specializing in programs for the handicapped have been consulted. Forty families with Retarded Educable children were included in the Community Survey in an effort to find out their particular needs. A preliminary list of materials and programs for the handicapped was completed in November.

5. Development of the Evaluation Design

With the statement of objectives for the Project completed, staff efforts focused on the development of an evaluation plan. The evaluation effort is designed to test and document the effectiveness of the Project and to produce knowledge about workable technique and programs that may be diffused in Philadelphia's three major library systems and elsewhere. Edmond Weiss, Education Program Planning Manager at Government Studies and Systems, Inc., worked with staff members of both the Research Center and Demonstration Center to develop a comprehensive evaluation plan. (See Section IV of the Supplement.)

The Evaluation Report has been submitted to the funding agencies, the sponsors, and the independent auditor.

In compliance with evaluation requirements, Dr. Norman Chansky, Professor of Educational Psychology, Temple University, has been retained by the School District of Philadelphia to serve as Independent Auditor for the Project.

6. Demarcation of the Primary Service Area

Examination of socio-economic data and discussion with leaders in the two communities led to the conclusion that they were really two quite different and separate communities.

The service area of the Demonstration Center, as originally defined by sponsors of the Project, was a combination of two overlapping inner city communities, approximately a mile wide by a half-mile deep.

As a result, it was decided to designate the area bounded by Broad St. on the East, 24th St. on the West, Washington Avenue on the South and Lombard St. on the North as the primary service area. The size of the area closely approximates the Free Library's recommendation for a library's service area (1/2 mile radius around the facility). The remaining portion of the original area (from Broad to 10th and from Washington Ave. to Wharton St.) has been designated as the secondary service area. It will be serviced by the Center, but most efforts will be directed toward the primary area. Members of the Community Advisory Board were selected from the primary area, and the sample for the Community Survey was drawn from within the primary service area only.

7. Development of the Community Profile and the Community Survey

In order to identify the needs and resources of the target community, a complete detailed analysis of the student population, including a breakdown on the handicapped students was completed in October. (See Section V of the Supplement.)

A preliminary analysis of census data was made during the first quarter of Phase IV. This information, a general description of the community's characteristics developed by Ronald Hart, community relations specialist, along with the results of the Community Survey will be added to the student statistics to complete the community profile.

The Community survey was designed for two purposes: 1) to obtain information first hand about resident needs and attitudes and 2) to involve the community as much as possible in the planning and operation of the Demonstration Center.

The survey was conducted under the direction of Verna Shmavonian, Educational Research Analyst, and Mrs. Doris Hamilton, a former resident of the target community, a leader in many grass-roots educational and civic activities throughout Philadelphia, and coordinator of the 1970 parent survey for the Project, supervised the interviewers.

Interviews with students and their parents were conducted by residents of the Christian Street community and other experienced inner city workers. Principals of the nine schools from which the sample was drawn were contacted prior to the survey; each sent letters to parents requesting their cooperation.

Training sessions for interviewers were held in mid-October, under the direction of Mrs. Shmavonian, Mrs. Hamilton, and Dr. John Connolly, Project advisor. At the training session, the questionnaires were reviewed and interviewers conducted practice interviews with staff as observers. Mimeographed instructions including a list of materials, a timetable for action, pay instructions, and a list of trouble-shooters was distributed.

Assignments were given out on October 22 and interviewers went into the field the following week. Each interviewer was given a primary list of names and a backup list from which to draw. Interviews were turned

in and new lists distributed on a weekly basis. Nearly all interviews were completed by November 15.

The sample consisted of 340 families drawn from lists provided by the School District of Philadelphia and the Archdiocesan schools. The sample breakdown included 225 public school families; 75 parochial school families; and 40 families with retarded educable children.

Three questionnaires were used: one for children from 4th grade through 11th grade; one for parents of these children; and a modified questionnaire for parents of retarded educable children. Three general areas of information were covered in the interviews:

a. What kinds of activities and materials are preferred by which respondents?

b. How should the Center operate?

c. What are some of the problems in the community and does the Center appear relevant to them?

(See Section V of the Supplement for materials on the Community Survey.)

8. Establishment of the Community Advisory Board

(Note: A number of selected materials on the establishment and operation of the Board are included in Section VI of the Supplement to this Report.) Individual meetings with representatives of the three sponsoring institutions, much consultation among staff members, and consideration of a variety of methods with persons experienced in community organization led to the staff's plan for forming a community council. The plan called for a council of 20 members with 18 being appointed initially, two to be appointed at a later time. The first nine would be appointed in the following manner: the project staff would nominate four persons for the consideration of the representatives of the sponsoring institutions, who would then agree upon an additional five. Names could be selected from a list prepared by Project staff of some thirty persons who live or work in the target community; it was agreed that any other names not on this list might be considered as well. The second nine would be appointed by the first nine, probably with each of the original members nominating one. The council's composition would comply with ESEA guidelines in that it would have the representation of students, parents, community organizations, churches, businesses and schools.

Accordingly, materials were distributed in advance to certain representatives of the sponsoring institutions for a meeting called by D. A. Horowitz, Deputy Superintendent for the School District of Philadelphia. They included a proposed outline of organization, alternate plans for appointment and composition of a community council, a panel of names of persons who either live or work in the target community, an organization chart, and proposed by-laws.

The representatives of the sponsoring institutions met on September 14.

There was agreement at that meeting that the council should be an advisory body and that certain community representatives should nominate approximately 20 members to the council, in a manner they chose. Three co-signers of the application for funds under Title III, ESEA, who reside in the primary service area were to be invited to establish the council. Changes and amendments were made to the organization outline which was to be sent with a letter of invitation to the three co-signers. The Project Director later included three other strong community voices to help form the council.

A meeting was held in the Christian Street YMCA on October 5, 1971, which was attended by Mrs. Lorraine Goldsborough, George Dukes, Father George Vermeiren, William Morton, and Robert Poindexter from the community and by Mr. Benford, Mr. Peguese, Mr. Hart, Mrs. Hearn and Mr. Cella from the staff of the Library Project. With some additional suggestions of their own, these community representatives reviewed the list of names presented to them and nominated 21 persons together with a number of alternates. They selected individuals by category of interest represented: students, parents, and representatives of school, church, library, business, community organizations and the handicapped. Further, they agreed that the body should be designated the Community Advisory Board. Each of the 21 nominees was invited to membership on the Board by letter signed by the Deputy Superintendent of the School District of Philadelphia, the Assistant Superintendent of Archdiocesan Schools and the Director of The Free Library of Philadelphia.

The first meeting of the Community Advisory Board was set for November 11, 1971. Prior to the meeting, each member of the Board was sent a suggested agenda for the meeting, a set of suggested by-laws for each member's consideration, and a list of the members of the Board. The materials were sent with a covering memorandum from the Project Director.

At the meeting Project staff were introduced to the Board and the goals and major phases of the Project were reviewed.

Pro Tem officers were nominated and elected, and some time was devoted to a review of the proposed by-laws with a number of amendments being agreed upon. Certain portions of the by-laws were designated for staff revisions and for review in the next regular Board meeting.

The second regular meeting of the Board was set for December 9. Agenda for that meeting was proposed by staff and approved by Clifton Williams, Chairman Pro Tem, prior to its being mailed to members with the minutes. Mr. Williams included with the minutes a letter to all Board members in which he called upon them to recognize their responsibility to the community's students.

At its second meeting, the Board approved the use of St. Charles Community Hall as a site for the demonstration. It heard a brief summary of the objectives for the demonstration, and reviewed the supporting materials which were to be submitted to the Office of Education. The Board also elected permanent officers: Mr. Williams as Chairman, the Rev. Cecil Gallup as Vice-Chairman, and Mrs. Lorraine Goldsborough as Recording Secretary.

9. Selection of a Physical Facility

The Project Director and various other staff members were engaged in the search for a suitable physical facility for the demonstration for approximately ten months. During that time 24 prospective facilities were investigated.

Some general criteria were developed to measure the suitability of possible sites: they included the availability of approximately 10,000 square feet, reasonable proximity to the center of the target area, a reasonably safe and well-lighted location with easy accessibility, and minimal renovations. When it was established definitely that Federal funds could not be used for major renovation, a number of possibilities had to be discarded. Most sites had to be abandoned due to the high cost and nature of necessary renovation.

In early December, Father George Vermeiren, Pastor of the St. Charles Borromeo Roman Catholic Church indicated that he would be willing to enter into a flexible arrangement to make space available for the demonstration in the St. Charles Community Building. For many reasons that facility is an excellent solution. It offers an adequate amount of space in a useful layout with no major renovation necessary. Its location is the center virtually of the primary service area and it is on a well-travelled and well-lighted corner offering easy accessibility. It provides a natural association with a variety of other programs and activities in the Community Hall which affords piggy-backing for purposes of attracting community residents to the Demonstration. St. Charles is well known in and beyond the community for its positive image and acceptability among community residents; almost total lack of graffiti and vandalism verify that claim.

Approval was sought from Keith Doms, Director of The Free Library of Philadelphia, who would enter into contract with St. Charles for lease of the space under terms of the LSCA grant for the Library Project. Mr. Doms approved the choice of facility. Members of the Inter-Agency Committee were informed in their meeting on December 2 that a decision was imminent and that St. Charles was the likely choice. They reviewed all information available at that time.

Subsequently materials were submitted to the Office of Education in mid-December documenting the selection of the facility. (See Section VII of the Supplement)

With the facility now available, and with minimal renovations necessary, the staff began to process the ordering of furniture, materials, and equipment. An opening date for the demonstration was set tentatively for between March 15 and April 1, 1972. An official dedication is contemplated for later in April

10. Collection for the Demonstration Center

By mid-September the project had acquired $5000 worth of reference books which were donated by the Libraries Department, School District of Philadelphia.

Miss Evangeline Ftergiotis, audio-visual consultant, completed an extensive list of recommended A-V materials, both hardware and software, for the project. This is serving as a basic source for the staff in developing the A-V collection.

Orders for the A-V hardware and software, realia, hardcover and paperback books for children and young adults as well as a small collection of books for adults are nearly completed. Some orders have been placed. The collection will not be a balanced one such as one might find in a branch of the Free Library with a full range of books according to the Dewey system, wide range of fiction, and a complete reference collection. Nor will it approximate school libraries which are heavily curriculum oriented. It will be a combination of both with heavy emphasis on materials with appeal and relevance to inner-city black students of pre-school through high school age. Because many of the children coming to the Center will not be facile readers and in some cases, non-readers, the collection will be heavily weighted in the direction of high interest, low reading level materials. Every effort will be made to put a wide range of books from easy readers to adult-level books on the same subject together so that a fifteen-year-old youngster who wouldn't be seen in a "Children's Room" at the library will find what he wants to read without stigma. As one educator put it "It's not so much what he is reading that is important to a teenager. It's whom he is sitting next to." All black studies and culture materials will be shelved in this way.

Books and A-V materials will be inter-shelved and will be catalogued in the simplest manner possible. Color coding and a modified Dewey system will be used and a large color-coded guide will be prominently posted so that a child can tell immediately where to go when he is seeking materials on a certain subject. Some of the collection will be shelved in portable units to allow more flexible use of the floor space; color coding will made it possible for a child to find his favorite group of books no matter where the bookcase has been moved. He just has to look for the red, or green, or purple bookcases.

Periodicals and newspapers will be chosen with reference to the interests of the community. The results of the Community Survey will influence this selection since both parents and students were asked to specify which newspapers and periodicals they would like to see in the Center.

The adult fiction collection will be of modest size but it is hoped that the atmosphere of the Center will be such that adults will be able to circulate freely and without embarrassment, using other materials. Since many adults in the community have low reading skills they too can take advantage of the wide variety of high interest, low reading level materials available. In addition, many materials geared to interest of adults as parents, consumers, and black inner-city residents will be provided.

Efforts to select special materials for the handicapped student population in the community are continuing. Most of the handicapped children are classified as retarded educable and the need for a special collection is debatable. Many educators are convinced that these children should be integrated into the general program and use the same materials

as other children with special emphasis on the easy-reader and picture books as well as music and art activities which seem especially successful with children who have learning difficulties. Parents of the exceptional children interviewed in the Community Survey clearly wanted their children to make use of everything the Center had to offer, without special treatment.

Book Selection Policy

The Book Selection policy, a statement of standards which will serve as guidelines in the selection of a collection for the Center has been developed. It includes a statement of objectives, types of collections, general policies covering responsibility, aids in selection, criteria for selection, criteria for rejection, principals of selection according to types of readers served (according to age and interests), principals of selection according to form of materials, and selection of materials according to subject.

The primary purpose of the collection is to provide attractive, current high interest, low vocabulary materials which will help young people broaden their understanding of themselves, their community and the world of which they are a part. Because a sense of self presumes knowledge of the contribution made by members from one's own particular background as well as knowledge of contributions made by mankind as a whole, special emphasis is placed upon obtaining materials which reflect African and Black American experiences in an accurate, positive, and thorough manner.

There will be a variety of reference materials including encyclopedias, dictionnaries, handbooks, atlases and other special interest materials which will be available at all times in the Center. There will be duplicate copies of the most popular and useful reference works on loan for use at home.

Special attention to the needs of parents and teachers will be reflected in a collection of materials to stimulate and aid them in the interactions with children. This will include special materials on the slow learner and exceptional child as well as materials on reading, craft and storytelling activities and ways to deal with subjects like drugs, sex and death.

11. Interagency Planning

Much of interagency planning by the school and public library organizations and the Community Advisory Board during this reporting period has been directed to establishing the Demonstration Center. It has been an undertaking which requires collaboration at several levels and in many activities e.g., identification of objectives and program components; design of the evaluation plan; selection and refurbishing of the facility; development of staffing and personnel qualifications; preparation of materials and equipments specifications, etc.). Many individuals in the sponsoring organizations have been involved in various activities, all coordinated by the Project staff.

A meeting of the Project's Interagency Committee was held in the Phila-

delphia Archdiocesan Office Building on December 2, 1971, to consider plans for establishing the Demonstration Center. Twenty committee members and the entire Project staff attended the meeting, chaired by David A. Horowitz, Deputy Superintendent, School District of Philadelphia. Project staff outlined plans and progress on program activities, special materials and equipment for the Center, community survey, community involvement including the Community Advisory Board and a proposed Student Council, and the St. Charles facility. The committee's interest, evidenced in the provacative questions and comment, centered on the extent and kind of innovation of program activities. The staff found that a number of suggestions from Committee members were helpful in revising program activities. Committee members expressed their satisfaction with progress achieved during the first six months of Phase IV.

Special meetings by Project staff with school and Free Library supervisors were also held for the purpose of exchanging ideas and clarifying the functions of the Demonstration Center. Some very helpful ideas for the Center (e.g. use of color coding for the collection, availability of inexpensive cameras for students interested in photography, lapboards and bean cushions in place of chairs, one-to-one interaction between staff and students, etc.), were advanced by the agency representatives and their full support and cooperation for the Project were reiterated at these meetings. This device of using informal "task" groups of system specialists will be extended to citywide interagency planning.

II. Dissemination Activities

The most important dissemination activity accomplished in the first two quarters of Phase IV was an extensive mailing of reprints of an article entitled "The Philadelphia Project" which appeared in the June, 1971, issue of the Library Journal. Copies of the article were distributed locally to state representatives and senators, Philadelphia's public, parochial and private school administrative and library personnel and The Free Library personnel, teacher organizations and other educational organizations. Nationally, copies were sent to all state libraries, state and school library supervisors, accredited library schools, national Catholic education and library professionals, and to the U. S. Office of Education personnel, both regionally and nationally.

The reprints of the article and the editorial were mailed with a covering memorandum from the Project Director. The initial mailing generated a substantial number of requests for additional copies and for additional information about the project. It greatly increased the mailing list for future distributions.

In the September 14, 1971 meeting of key representatives of the co-sponsoring institutions, a tentative timetable for public relations was presented. It met with the sponsors' approval.

It came to the attention of project staff the HEW had released a general statement about the project to the national press in early September. Several weeks later on October 5, the Philadelphia Bulletin carried a story on the Project. That story generated the interest of a local tele-

vision reporter who arranged to film a news clip with the Project Director and another with the Director of The Free Library which were used on October 6, 1971.

A statement was released to the press by the project staff on December 13, 1971, announcing the election of officers to the Community Advisory Board. It was the first news release from the Project and carried a brief description of the demonstration.

Meetings and discussions were held around the development of promotional material for the demonstration among several staff members. Since it was necessary to have a brief statement explaining the demonstration to participants in the community survey, a very simple piece was prepared (to be distributed by the interviewers). Work was begun on a brochure for the demonstration and on design of a logo. Staff members held several meetings to discuss possible names for the demonstration.

A professional statement on the concept of the demonstration was drafted and circulated among staff members for reaction and editing. A final version was agreed upon in December with the idea that the last page would be updated from time to time. Plans to distribute it widely were discussed.

A statement of the Objectives for the project was prepared in accordance with Title III ESEA guidelines. The statement was released to the Inter-Agency Committee and to other interested professionals, on a limited basis.

The Project Director was invited to address the Conference of State Chiefs of Education in Louisville, Kentucky, by Associate Commissioner Burton E. Lamkin, Bureau of Libraries and Educational Technology, U. S. Office of Education on November 13th. That address served to inform officials in at least 24 states about the Philadelphia Project; several requests for additional information were received as a result.

Materials were distributed to the Inter-Agency Committee members in advance of their meeting on December 2nd. Other materials were made available during the meeting.

Demonstration center staff members met for discussion sessions with seven members of The Free Library staff; with instructional and library personnel from the School District of Philadelphia, the Archdiocesan School System, and several independent schools; and with personnel from the Durham Learning Center, a federally-funded, experimental project in the same community as the Library Project. Several program activities were outlined and distributed to those in attendance at those meetings, for their response. (Illustrative materials on dissemination activities are included in Section VIII of the Report Supplement.)

III. Capital Acquisitions: None

IV. Data Collection: see I. 7 - Community Survey

V. Staff Utilization

The staff of the Research Center was augmented in August to provide additional skills required for Phase IV. Two full-time professionals, Anne Hearn and Verna Shmavonian, were hired as Education Research Associate and Education Research Analyst, respectively. Mrs. Hearn took over the responsibility for coordinating all Project administrative matters including the dissemination of information. Mrs. Shmavonian assumed responsibility for liaison between the Research Center and the Demonstration Center, as well as development of activities for interagency planning.

Three senior members of Government Studies and Systems (G.S.S.) were involved in the Project on a temporary part-time basis. Roger Sisson, Associate Director of G.S.S., conducted a series of six two-hour staff training sessions during August, September and October on plan and evaluation design. Corinne Kyle, Research Scientist, developed and coordinated plans and activities for a survey of the target community. Edmond Weiss, Education Program Manager, supervised the evaluation design and prepared the evaluation plan report.

Staff utilization for the Demonstration Center is coverd in Part I, 2.

VI. Future Activities Planned for Next Reporting Period

-Completion of preparations for opening and dedication of Demonstration Center

-Hiring and training of community aides

-Activities of Community Advisory Board

-Preparation and dissemination of a brochure and other public relations materials for the Center

-Results of three months implementation of the evaluation design

-Citywide interagency planning activities

VII. Certification

Thomas C. Rosica
Executive Director of Federal Programs
Philadelphia School District

February 24, 1972
Date

John Q. Benford
Project Director

February 24, 1972
Date